

Strategies for Increasing Student Achievement

The Flip Camera & the Classroom

Identifying Similarities and Differences

- Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge.
- Use video taken with your Flip camera to provide explicit guidance in identifying similarities and differences.
- Use video taken with your Flip camera to ask students to independently identify similarities and differences.
- Ask students to compare video images
- Ask students to classify video images
- Ask students to create and/or represent metaphors using video
- Ask students to create and/or represent analogies using video

Summarizing and Note Taking

- Ask students to summarize a topic via video using your Flip camera.
Ask students to edit video (in i.e. MovieMaker) in order to facilitate analysis of the information at a deep level.
- Use your Flip camera to capture and then edit video that highlight the critical elements of a lesson or topic, i.e. classroom reporter.
- Provide or allow students to use video as a study guide for tests.

Reinforcing Effort and Providing Recognition

- Abstract symbolic recognition is more effective than tangible rewards.
- Use images/video taken with your Flip to communicate the importance of believing in effort, and ways students can learn to change their beliefs to an emphasis on effort.
- Use images/video taken with your digital camera to recognize student effort, achievement, and mastery.
- Create awards including video, i.e. student of the month.
- Create slide shows, class books, focus walls, or websites including images/video from a Flip.

Homework and Practice

- Use images/video taken with your Flip camera to enhance or add meaning to homework assignments, or to help illustrate the purpose of homework.
- Use a Flip to record key elements of a lesson for students to refer back to.
- Ask students to take images with a Flip camera as part of a homework assignment.
- Use images/video to provide feedback on homework.

Nonlinguistic Representations

- Use images/video taken with your Flip camera to increase the variety of nonlinguistic representations of knowledge in your classroom.
 - Create graphic representations
 - Create models
 - Generate mental pictures
 - Guide or inspire kinesthetic activity
- Use images/video taken with your Flip camera to elaborate (or “add to”) student knowledge.
- Or, ask students to elaborate on the images/video and to justify their elaborations.
- Use images/video extracted from your Flip video to create time-sequence patterns.
- Use images/video extracted from your Flip video to create process or cause-effect patterns.
- Use images/video extracted from your Flip video to create episode patterns.

- Use images extracted from your Flip video to create generalization/principle patterns.
- Use images/video extracted from your Flip video to create concept patterns.

Cooperative Learning

- Use images/video to applaud group successes and efforts.
- Use images/video to document individual and group accountability.
- Use images/video to facilitate group reflection.

Setting Objectives and Providing Feedback

- Use images/video taken with your Flip camera to represent instructional goals.
- Allow students to take video with your Flip camera in order to represent their personalized goals.
- Use images/video to support “corrective” feedback. (The instant nature of digital – and means of sharing digital – can facilitate timely feedback.)
- Allow students to use images/video to support their own feedback.

Generating and Testing Hypotheses

- Ask students to form hypotheses based on video taken with your Flip camera. Then ask students to clearly explain their hypotheses and conclusions.
- Use images/video to support systems analysis, problem solving, and historical investigation.
- Use images/video to prompt invention.
- Allow students to use images/video to document or facilitate experimental inquiry and decision making.

Cues, Questions, and Advance Organizers

- Use images/video taken with your Flip camera as cues and advance organizers.
- Use images/video as visual support for higher-level questions, especially before a learning experience.
- Use images/video to focus on what is important.
- Using images/video may be most useful with information that is not organized.

Reference:

This material has been adapted or quoted from...

Marzano, R. J., Pickering, D. J., Pollock, J.E. (2001). *Classroom instruction that works: research-based strategies for increasing student achievement*.

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